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ABSTRACT

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in conducting a personal observation of an intern's teaching behavior, including the ability to use various sources of information to plan for the observation and to focus the observation itself. Contents include four learning experiences based on three enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

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CONDUCT AN OBSERVATION SESSION

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FORWARD

This module is one in a series specifically designed to help vocational educators develop the skills needed to function as Resource Persons to learners enrolled in field-centered competency-based teacher preparation programs. Experience has shown that certain of the modules are also useful in preparing prospective vocational supervisors and administrators since the skills upon which they focus are needed by all persons in vocational leadership positions.

Module content is based on current educational theory as such relates to the experiences of Resource Persons who have been serving on the staff of Program VITAL. The program was made operational at Temple University in the fall of 1973 and, therefore, the staff's experience base is quite broad.

Module format is as described in the *Module Development Handbook* (Quinn, et. al., 1977) which was developed at the National Center for Research In Vocational Education, The Ohio State University. This format was prescribed to be followed for modules centering on the professional development of vocational educators.

This effort was sponsored by the Pennsylvania Department of Education and appreciation is expressed to Dr. John Struck, Mr. Kenneth Swatt, and Dr. Carroll Curtis who, from their positions in the Department, obtained support for the effort. Appreciation is expressed to the many vocational educators who were involved in establishing the research base for the modules, writing the modules, or testing them.

Richard A. Adamsky
Project Director

INTRODUCTION

A teacher education program must operate on the assumption that each student wants to become a competent teacher and that provided with appropriate information about personal performance, each will use such to alter personal behavior in appropriate ways, achieving a desired performance. Stated differently, students will change their teaching behavior in desirable ways when they recognize the discrepancy between personal and desired behavior.

A major responsibility of a Field Resource Person is to observe intern teachers as they function in the teaching role. It is through the observation that the Field Resource Person is able to determine the extent to which each intern's teaching behavior is consistent with desired behavior. In effect, personal observation allows for the objective recording of each intern's progress toward meeting objectives set during a previous helping conference. In addition, it provides the substance for a subsequent helping conference.

This module centers on conducting an observation. You will develop the ability to use various sources of information to plan for the observation and to focus the observation itself.

ABOUT THIS MODULE

Objectives:

Terminal Objective: In an actual program situation, conduct an Observation Session. Your performance will be assessed by your Resource Person, using the Resource Person Assessment Form, pp. 31-32.

Enabling Objectives:

1. After completing the required reading, demonstrate a knowledge of and the rationale for planning and conducting an Observation Session.
2. Given a case study describing the procedure a Resource Person used to plan and conduct a classroom observation, critique the Resource Person's performance.
3. In a role playing situation with a peer or a Resource Person, conduct an Observation Session.

Prerequisites:

None

Resources:

A list of outside resources which supplement those contained within the module follows. Check with your Resource Person (1) to determine the availability and the location of these resources, and (2) to locate additional references.

LEARNING EXPERIENCE I

(Optional)

1. Learning Experience I, pp.7-12, of the Resource Person Preparation Module, Evaluate A Product or Process Type Teaching Performance.

LEARNING EXPERIENCE II

(Optional)

1. Resource Person Preparation Module, Conduct A Helping Conference.
2. A Resource Person whom you may observe conducting an Observation Session.

LEARNING EXPERIENCE III

(Optional)

1. A videotape recording system for taping, viewing, and self-evaluating your performance.
2. Peers and/or Resource Persons to role-play a teacher who is having difficulty in performing a teaching skill, and to critique your ability to conduct an Observation Session.
3. Copies of the Resource Person Assessment Form, pp. 28-29.

LEARNING EXPERIENCE IV

(Required)

1. An actual program situation in which you can conduct an Observation Session.
2. A learner with whom you can conduct an Observation Session.
3. A videotape recording system to record your Observation Session for assessment purposes.
4. A Resource Person to assess your competency in conducting an Observation Session.

LEARNING EXPERIENCE I

Enabling Objective After completing the required reading, demonstrate a knowledge of and rationale for planning and conducting an Observation Session.

Activity You will be reading the information sheet, The Observation, pp. 5-8.

Optional Activity You may wish to review the selected optional reference for this learning experience, p. 3.

Activity You will be demonstrating a knowledge of and the rationale for planning and conducting an Observation Session by completing the Self-Check, pp. 9-10.

Feedback You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 11-12.

Activity For information concerning a knowledge of and rationale for planning and conducting an Observation Session, read the following information sheet.

THE OBSERVATION

It is generally agreed that teachers tend to behave in a typical way when being observed for evaluation purposes. In effect, they attempt in such situations, to conform to what they judge to be the evaluator's perception of good teaching behavior. Such perceptions are often communicated to teachers informally by the evaluators themselves or by others who have had contact with the evaluator(s). Frequently, these perceptions are formally communicated to teachers via the instruments used in evaluating or rating them.

The very fact that teacher behavior tends to match a particular model during observation, only to change when the observation is over, has several implications for teacher educators. For one thing, it suggests that teachers will consistently behave in certain desired ways only when they have internalized a teaching model that is congruent with the model used by evaluators. It also suggests that frequent observation will stimulate teachers to perform more often according to the desired model. Finally, that the observer must see to it that all formal and informal communication to teachers regarding appropriate teaching behavior must be accurately depicted.

Resource Persons must understand the cited implications, for such provides the rationale for frequently observing intern teachers in their classroom/laboratory activities. Such also provides the rationale for the way the observation is planned and conducted.

Planning For The Observation

Planning for a classroom observation begins when the Resource Person and an intern teacher meet on a one-to-one basis during a "helping conference". (For information regarding the rationale for and procedures followed in conducting a helping conference review the Resource Person Preparation Module, Conduct A Helping Conference).

It is during this personal meeting that the Resource Person helps the intern understand the criteria and standards associated with particular teaching skills. In effect, the Resource Person is revealing the model for teaching that will apply during any observation. For this reason, it is of particular importance that the intern understand why particular skills are performed in specific ways. The importance of this is found in the fact that the intern is unlikely to internalize teaching behavior that cannot be accepted as being based on what is currently known about how teachers can best promote student achievement.

A good helping conference always ends with the intern and the Resource Person setting the objective(s) for the observation and establishing the amount of time needed to meet the objectives prior to agreeing on a time for the observation to take place. Lastly, a mutual agreement is made as to the time and place for the helping conference which will follow the observation. The purpose will most often be directed toward one or more teaching skills that the intern will use during the observation session, but such could also be directed toward particular problems that the intern has identified as needing the attention of the Resource Person. In any case, the intern must understand that every observation will focus on teaching skills previously learned, those currently being developed, and problems needing immediate attention.

Observation planning ends with the Resource Person recording the time at which the observation will take place and the primary (agreed upon) focus for the observation. It should be noted, that the intern may be recording personal performances of one or more teaching skills on video tape during the week and that such tapes will become available to the Resource Person on the next visit. However, the Resource Person should not consider these tapes as a replacement for the observation itself.

Conducting The Observation

A great deal of skill is needed when actually conducting an observation. The Resource Person must arrive at the agreed upon time and while in the intern's classroom/laboratory remain as unobtrusive as possible. The Resource Person's presence in the classroom/laboratory can be in itself threatening to the intern and any behavior on the part of the Resource Person which could be interpreted as evaluative in nature may heighten the intern's anxiety. For this reason, Resource Persons should mentally record what is seen while in the observation setting, primarily focusing on the objective(s) previously set. Similarly, the Resource Person should not discuss with the intern any aspect of what is occuring during the actual observation, such will occur during the follow-up helping conference.

Entry into the teaching situation by the Resource Person should be accompanied by a warm greeting and exit treated similarly. Often times a warm smile on the way in or out of the classroom/laboratory will fulfill this purpose quite well while not interrupting the teaching-learning process.

While in the classroom/laboratory the Resource Person must focus on the intern's behavior as related to the objective(s) set for observation. The Resource Person must refrain from allowing personal feelings about the teaching-learning situation to influence his/her objectivity. The only information having relevance to the Resource Person should be in instances of behaviors

that are or are not discrepant with the teaching model(s) being learned.

Upon leaving the classroom/laboratory, the Resource Person must record what was observed. This must be done with care since no connotation of good or bad behavior should be considered. In effect, the behavior is simply a comparison with the teaching model used and should be recorded that way. For instance, the model calls for oral questioning to include questions that stimulate more than simple recall. If the intern's oral questioning techniques did not conform to the model, it is simply a matter of recording the questions used and noting that such should be considered during the follow-up helping conference. It may be that the intern's oral questioning techniques did conform to the model and such should be recorded and stated at the next helping conference. Statements from a Resource Person could have a positive effect on the intern's subsequent use of oral questioning; furthering the internalization process.

As should be obvious, frequent observations will have a desirable effect on the professional development of the intern teacher. Each must be carefully planned and skillfully conducted. Resource Persons who develop the skill needed to plan and conduct observations will make a significant contribution to the interns they serve.

Optional Activity ⇨ For further information regarding the evaluation of teaching performance, refer to the Resource Person Preparation Module cited for this learning experience, p. 3.

Activity ⬆ The following items check your comprehension of the material in the information sheet, The Observation, pp. 5-8. Each item requires a short essay-type response. Please explain fully, but briefly.

SELF-CHECK

1. Provide the rationale for the Observation Session.

2. Discuss the procedures involved in planning for the Observation Session.

3. Discuss the procedures followed by a Resource Person when conducting an Observation Session.

Feedback

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. The rationale for the Observation Session lies in the fact that teacher behavior, during an observation, typically attempts to match the particular model(s) believed to be the focus of the observer and that such behavior generally changes once the observation is over. This suggests that teachers must first internalize the model criteria established for the evaluation of a desired behavior before they can be expected to internalize that behavior. As a result, the observer must communicate to the intern teacher all formal and informal measures of the desired behavior, prior to the observation. Also suggested is the fact that high frequencies of observations will stimulate interns to conform to a desired behavior thus facilitating internalization of that behavior.
2. The procedures involved in planning for the Observation Session are:
   a. Schedule an initial helping conference during which the Resource Person:
      - communicates the model for teaching (criteria and standards) to the intern.
      - helps the intern understand why the particular skills are performed in such specific ways.
      - establishes the objective(s) of the observation with the intern
      - provides detailed explanations of the set objectives for the intern.

- establishes the amount of time needed to meet the objective(s) (with intern).
- establishes a mutually acceptable time for the observation to take place.
- establishes a mutually acceptable time and place for a follow-up helping conference.

b. Record the agreed upon time for the observation.

c. Record the agreed upon focus (objectives) of the observation.

3. When conducting an observation the Resource Person should:

a. Arrive at the agreed upon time.

b. Be as unobtrusive as possible when in the classroom.

c. Record (mentally) observations which focus only on the objectives set for the observation.

d. Objectively record what was observed, upon leaving the classroom.

- Recorded observations should center around set objectives for the observation.
- Recorded observations should not connote good or bad behavior, but simply compare the observed teaching behavior with the teaching model used (stated criteria and standards).

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the Model Answer. If you missed some points or have questions about any additional points you made, review the material in the information sheet, The Observation, pp. 5-8, or check with your Resource Person if necessary.

LEARNING EXPERIENCE II

Enabling Objective Given a case study describing the procedures a Resource Person used to plan and conduct a classroom Observation, critique the Resource Person's performance.

Activity You will be reading the Case Study, pp. 15-16, and critiquing the Resource Person's performance using the Resource Person Assessment Form, pp. 17-18.

Feedback You will be evaluating your competency in assessing the performance of the Resource Person described by comparing your written critique with the Model Critique, pp. 19-23.

Optional Activity You may wish to continue your skill development by arranging with your Resource Person, a time for you to observe him/her planning and conducting an Observation Session.

Optional Activity Utilizing the Helping Conference Plan Worksheet found in the Resource Person Training Module, Conduct A Helping Conference, pp. 35-36, plan for a follow-up helping conference based on the observations made by the Resource Person described in the Case Study pp. 15-16, of this module.

Feedback

You will be evaluating your competency in planning the follow-up helping conference for the observation described, by comparing your written helping conference plan with the Model Plan, pp. 23-25.

Activity Below is a Case Study describing a Resource Person's performance in planning and conducting an Observation Session. Critique the Resource Person's performance using the Resource Person Assessment Form directly following the case study.

Case Study

Mr. Sullivan, a Field Resource Person from a local university, met with Mr. Diggs, a first year Electronics Technology teacher, to discuss some concerns the latter was having over being unable to elicit student responses from what were felt to be well chosen questions. Mr. Diggs felt that as a result of this problem he was unable to properly gauge lesson length and that overall student performance was being affected.

The problem was discussed further and both parties agreed that Mr. Diggs should concentrate on his oral questioning techniques. Mr. Sullivan proceeded to review the established criteria for Module C-12, Employ Oral Questioning Techniques, providing the rationale for and helping Mr. Diggs to understand the importance of each criteria. Upon reviewing the criteria, it was agreed that Mr. Diggs would be observed in the actual teaching situation the following day. During this helping conference, it was determined that Mr. Diggs would prepare a 15-20 minute lesson and develop a number of questions designed to elicit student responses throughout the lesson. Mr. Sullivan followed up the conference by recording the time of and objectives for the observation.

The following morning, prior to the scheduled presentation, Mr. Sullivan checked with Mr. Diggs to see that the planning for the day's lesson had gone as they had discussed. Mr. Sullivan then entered the classroom and proceeded to take a seat on the perimeter of the room, equidistant from the front and back.

Mr. Sullivan observed Mr. Diggs' entire lesson which lasted approximately 15 minutes. At the conclusion of the lesson, it was determined that the best time and place to analyze the presentation was after school in Mr. Diggs' classroom.

Mr. Sullivan then left the classroom and proceeded to the school's Learning Resource Center to record the results of the observation session. Mr. Sullivan observed a pattern in Mr. Diggs' teaching. The following statements were recorded:

(1) Intern most frequently uses lower order questioning techniques.

(2) Intern repeats pupil responses verbatum.

(3) Intern paraphrases or otherwise elaborates on pupil responses.

Critique Mr. Sullivan's performance using the following Assessment Form as a guide.

RESOURCE PERSON ASSESSMENT FORM

Conduct An Observation Session

Directions: Indicate the level of the Resource Person's accomplishment by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading. If because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

When planning the classroom/laboratory observation, the Resource Person:	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. Scheduled an initial helping conference,. . . during which:						
a. the model for teaching (criteria and standards) were communicated to the intern.						
b. the intern was helped to understand why the particular skills are performed in such specific ways.						
c. objectives for the observation were established with the intern.						
d. explanations of the set objectives were detailed for the intern.						
e. the amount of time needed to meet the objective(s) was established with the intern.						
f. a time for the observation was established with the intern.						
g. a mutually acceptable time and place for a follow-up helping conference was established.						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
2. Recorded the agreed upon time for the observation.						
3. Recorded the agreed upon focus (objectives) of the observation.						
In conducting the classroom/laboratory observation, the Resource Person:						
4. Arrived at the agreed upon time.						
5. Took steps to be unobtrusive.						
6. Did not record observations while in the observation setting.						
7. Focused only on the objectives for the observation.						
When recording the results of a classroom/laboratory observation session, the Resource Person:						
8. Recorded the results outside the observation setting.						
9. Used each objective as a basis for recording information.						
10. Wrote objectively.						

Feedback

Compare your written critique of the Resource Person described, with the Model Critique which follows. Your critique need not exactly duplicate the Model Critique; however, you should have covered the same major points.

MODEL CRITIQUE

RESOURCE PERSON ASSESSMENT FORM

Conduct An Observation Session

Directions: Indicate the level of the Resource Person's accomplishment by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading. If because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

When planning the classroom/laboratory observation, the Resource Person:	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. Scheduled an initial helping conference, during which:						
a. the model for teaching (criteria and standards) were communicated to the intern.						X
b. the intern was helped to understand why the particular skills are performed in such specific ways.						X
c. objectives for the observation were established with the intern.						X
d. explanations of the set objectives were detailed for the intern.						X
e. the amount of time needed to meet the objective(s) was established with the intern.						X
f. a time for the observation was established with the intern.				X		

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
g. a mutually acceptable time and place for a follow-up helping conference was established.		X				
2. Recorded the agreed upon time for the observation.						X
3. Recorded the agreed upon focus (objectives) of the observation						X
In conducting the classroom/laboratory observation, the Resource Person:						
4. Arrived at the agreed upon time.						X
5. Took steps to be unobtrusive.				X		
6. Did not record observations while in the observation setting.						X
7. Focused only on the objectives for the observation.						X
When recording the results of a classroom/laboratory observation session, the Resource Person:						
8. Recorded the results outside the observation setting.						X
9. Used each objective as a basis for recording information.				X		
10. Wrote objectively.						X

An explanation of the evaluation:

1. Mr. Sullivan obviously scheduled a helping conference during which:
   a. he communicated the standards associated with oral questioning techniques.
   b. he helped Mr. Diggs understand why oral questioning is performed in such specific ways.

c. the objectives for the lesson to be observed were determined as being:

- the intern will prepare a lesson which will last 15-20 minutes.
- the intern will develop a number of questions which will illicit student responses throughout the lesson.

d. a sufficient explanation of the set objectives was apparently provided. In this situation, it appears that the objectives for the observation were mutually set and agreed upon, and required no detailed explanation. In instances where objectives are more complex, the Resource Person must provide in-depth explanations in order to insure a total understanding by the intern, prior to the scheduled observation session.

e. the amount of time needed to meet the set objectives was established as being one day.

f. a time was mutually established for the observation. Although the hour was not actually specified, it appears that Mr. Sullivan and Mr. Diggs did set a specific time, during the morning session of classes, on the following day. Specifying not only the day but also the time of day is essential so as not to cause scheduling complications for either individual involved.

g. a time and place for the follow-up helping conference was not established, such should have been established in the pre-observation helping conference, rather than in the classroom, immediately following the lesson presentation. This suggested format helps the Resource Person to remain less obtrusive in the classroom setting.

2.&3. Mr. Sullivan did take care to record both the objectives and time set for the observation.

4. Although the agreed upon time for arrival is not known, Mr. Sullivan did arrive prior to the time of the scheduled lesson observation.
5. In arriving before the scheduled lesson, Mr. Sullivan had taken an initial step toward being unobtrusive. However, his choice of a seat placed him in front of many learners participating in the lesson. This position could certainly distract many of those students. Choice of a seat in the rear of the room (out of students' vision) would help to eliminate such a distraction. As previously discussed (in criteria 5), Mr. Sullivan could have appeared less obtrusive in the classroom setting had he scheduled the follow-up helping conference, prior to entering the classroom, rather than at the conclusion of the lesson.
6. Mr. Sullivan did not record his observations in the classroom, but rather mentally noted them for recording at a later time. This practice is considered very important when attempting to be unobtrusive in the observation setting, thus keeping intern anxiety to a minimum.
7. According to the statements recorded following the observation, it is obvious that Mr. Sullivan was focusing on the set objectives for the observation. His observations were pertinent to the use of oral questioning throughout the presented (15-20 min.) lesson.
8. While conducting the observation, Mr. Sullivan mentally noted his observations which he later recorded in an appropriate setting (the Learning Resource Center).
9. Although Mr. Diggs did accomplish the first objective set (prepare a lesson 15-20 minutes in length), Mr. Sullivan made no written comment about this. The information recorded focused only on the second objective dealing with oral questioning techniques.
10. The results of the observation were recorded in an objective manner.

LEVEL OF PERFORMANCE: Your completed critique should have included the same major points as the Model Critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, The Observation, pp. 5-8, or check with your Resource Person.

Optional Activity ⇨ You may wish to continue your skill development by arranging with your Resource Person, a time for you to observe him/her planning and conducting an Observation Session.

Optional Activity ⇨ Utilizing the Helping Conference Plan Worksheet found in the Resource Person Training Module, Conduct A Helping Conference, pp. 35-36, plan for a follow-up helping conference based on the observations made by the Resource Person described in the Case Study, pp. 15-16, of this module.

Feedback ⇦ Compare your completed Helping Conference Plan with the Model Plan given below. Your plan need not exactly duplicate the Model Plan; however, your plan should reflect the same major points.

MODEL PLAN

HELPING CONFERENCE PLAN WORKSHEET

I. Observations or points for discussion

- Intern most frequently uses lower order questioning techniques.
- Intern repeats pupil responses verbatim.
- Intern paraphrases or otherwise elaborates on pupil responses.

II. Tentative Objective(s)

1. Having participated in a Helping Conference and/or completed appropriate learning experiences, the intern will be able to:
   a. identify the characteristics, types and levels (Bloom's Taxonomy), and techniques of good oral questioning.
   b. identify appropriate ways of handling student responses and questions.
2. After completing objective #1, the intern will be able to select a student performance objective from his occupational specialty and write a series of oral questions (a minimum of two at each taxonomic level) relating to that objective.

III.,Introduction, Body, and Summary
IV.,
V. You should have included in each of these sections, comments/statements that would help you keep the discussion moving and on target. Each section should be planned in order to facilitate the use of the specific techniques addressed on pp. 8-10 of the Resource Person Training Module cited for this learning experience, p. 3. You could have included possible open-ended questions, short comments or phrases, and/or an outline of your plans. The utilization of correct Helping Conference Skills must be given great consideration when planning the Helping Conference. Such skills are discussed on pp.16-18, of the reference cited for this learning experience, p. 3.

VI. Resource Materials

In this case, it would be appropriate to include module learning experiences through which the intern might gain the necessary skills. These would be located in the Professional Vocational Teacher Education Module, Employ Oral Questioning Techniques.

LEVEL OF PERFORMANCE: Your completed Helping Conference Plan should have included the same major points as the Model Plan. If you missed some points or have questions about any additional points you made, review the Resource Person Training Module cited for this learning experience, p. 3, or check with your Resource Person.

LEARNING EXPERIENCE III

Enabling Objective

In a role playing situation with a peer or a Resource Person, conduct an Observation Session.

Activity

Identify a peer or a Resource Person to role-play a teacher who is having difficulty in executing a particular teaching skill. The role-playing situation should be structured around one of the following situations. (Select One.)

1. A teacher who is having difficulty sharing objectives with the students during the lesson introduction. The teacher has been stating objectives verbatim.

2. A teacher who is having difficulty using higher order questioning techniques. The teacher most frequently uses questions that elicit facts from the students.

You should assume the role of a Resource Person for this activity and plan and conduct an Observation Session.

Activity

Record your performance on videotape for evaluation purposes.

Optional Activity

Using your videotaped performance, you may wish to self-evaluate your performance using the Resource Person Assessment Form, pp. 28-29.

Feedback

Your performance in planning and conducting an Observation Session will be evaluated by your peer(s) and/or a Resource Person(s) using the Resource Persons Assessment Form, pp. 28-29.

Select peers or Resource Person(s) to assess your video-taped performance. Provide each peer or Resource Person with a copy of the Assessment Form, pp. 28-29.

RESOURCE PERSON ASSESSMENT FORM

Conduct An Observation Session

Directions: Indicate the level of the Resource Person's accomplishment by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading. If because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

When planning the classroom/laboratory observation, the Resource Person:	LEVEL OF PERFORMANCE			
	N/A	NONE	PARTIAL	FULL
1. Scheduled an initial helping conference,. . . during which:				
a. the model for teaching (criteria and standards) were communicated to the intern.				
b. the intern was helped to understand why the particular skills are performed in such specific ways.				
c. objectives for the observation were established with the intern.				
d. explanations of the set objectives were detailed for the intern.				
e. the amount of time needed to meet the objective(s) was established with the intern.				
f. a time for the observation was established with the intern.				
g. a mutually acceptable time and place for a follow-up helping conference was established.				

	LEVEL OF PERFORMANCE			
	N/A	NONE	PARTIAL	FULL
2. Recorded the agreed upon time for the observation.				
3. Recorded the agreed upon focus (objectives) of the observation.				
In conducting the classroom/laboratory observation, the Resource Person:				
4. Arrived at the agreed upon time.				
5. Took steps to be unobtrusive.				
6. Did not record observations while in the observation setting.				
7. Focused only on the objectives for the observation.				
When recording the results of a classroom/laboratory observation session, the Resource Person:				
8. Recorded the results outside the observation setting.				
9. Used each objective as a basis for recording information.				
10. Wrote objectively.				

LEVEL OF PERFORMANCE: All items must receive an N/A, or FULL response. If any item receives a NO or PARTIAL response, the learner and the Resource Person should meet to determine what additional activities the learner needs to complete in order to reach competency in the weak area(s).

LEARNING EXPERIENCE IV

Terminal Objective

In an actual program situation, conduct an Observation Session. As you perform your duties as a Resource Person, you will be called upon to conduct Observation Sessions. This will include planning, conducting, and follow-up activities.

Activity

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Your Resource Person may want you to submit your written plans to him/her for evaluation before you conduct the observation.

Feedback

Arrange in advance to have your Resource Person review your documentation and observe you conducting an Observation Session.

Your total competency will be assessed by your Resource Person using the Resource Person Assessment Form, pp. 31-32. Based upon the criteria specified in this assessment instrument, your Resource Person will determine whether you are compenent in conducting an Observation Session.

RESOURCE PERSON ASSESSMENT FORM

Conduct An Observation Session

Directions: Indicate the level of the Resource Person's accomplishment by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading. If because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

When planning the classroom/laboratory observation, the Resource Person:	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. Scheduled an initial helping conference, during which:						
a. the model for teaching (criteria and standards) were communicated to the intern.						
b. the intern was helped to understand why the particular skills are performed in such specific ways.						
c. objectives for the observation were established with the intern.						
d. explanations of the set objectives were detailed for the intern.						
e. the amount of time needed to meet the objective(s) was established with the intern.						
f. a time for the observation was established with the intern.						
g. a mutually acceptable time and place for a follow-up helping conference was established.						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
2. Recorded the agreed upon time for the observation.						
3. Recorded the agreed upon focus (objectives) of the observation.						
In conducting the classroom/laboratory observation, the Resource Person:						
4. Arrived at the agreed upon time.						
5. Took steps to be unobtrusive.						
6. Did not record observations while in the observation setting.						
7. Focused only on the objectives for the observation.						
When recording the results of a classroom/laboratory observation session, the Resource Person:						
8. Recorded the results outside the observation setting.						
9. Used each objective as a basis for recording information.						
10. Wrote objectively.						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the learner and the Resource Person should meet to determine what additional activities the learner needs to complete in order to reach competency in the weak area(s).

ABOUT USING RESOURCE PERSON MODULES

ORGANIZATION

Each module is designed to help you gain competency in a particular skill area considered important to success when functioning as a Resource Person. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill when functioning in the role of the Resource Person.

PROCEDURES

Modules are designed to allow you to individualize your preparation program. You need to complete only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experiences within a module if you already have the skill needed to complete it. Therefore, before taking any module you should carefully review (1) the introduction (2) the objectives listed (3) the overview preceeding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

That you do not have the competencies indicated and should complete the entire module.

That you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s).

That you are already competent in this area and ready to complete the final learning experience in order to **Test Out**.

That the module is inappropriate to your needs at this time.

When you are ready to take the final learning experience and have the opportunity to function in the role of Resource Person, make the necessary arrangements with your Resource Person. If you do not complete the final experience successfully, meet with your Resource Person and arrange (1) to repeat the experience (2) complete (or review) previous sections of the module or other related activities suggested by your Resource Person before attempting to repeat the final experience.

TITLE OF MODULES IN RESOURCE PERSON SERIES

- Conduct A CBTE Orientation Program
- Register Learners For CBTE Programs
- Provide Administrative Services
- Establish And Maintain Records In The VITAL Management Information System
- Select Appropriate Modules
- Conduct An Observation Session
- Conduct A Helping Conference
- Assist Learners In Obtaining The Various Vocational Instructional Certificates Issued In Pennsylvania
- Facilitate A Council Of Educators' Review
- Evaluate A Product Or Process Type Teaching Performance
- Monitor The Progress Of A Resident Resource Person
- Conduct A Small Group Meeting
- Instruct Others To Set-Up And Operate A Video System

For information regarding the availability of these modules, contact-

VEIN
Vocational Education Resource Services
Stayer Research and Learning Center
Millersville State College
Millersville, PA 17551